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ABSTRACT

The document discusses a study which assessed leadership in art education in public schools. A major purpose was to determine whether a gap exists between the needs of schools and supply of adequate leaders. It was hypothesized that lack of progress in the arts in schools could be attributed to inadequate leadership. Four groups of professional educators were asked to respond to questionnaires related to their specific expertise: (1) state department art consultants were querried as to exemplar programs, (2) curriculum leaders were asked about their graduate course work in art education and about the number of K-12 students served in their district, (3) professors of curriculum and supervision were asked to provide information about art in undergraduate education, and (4) professors of educational administration were asked to describe the role of art education on the graduate level. Findings indicated that opportunities exist for art educators to experience aesthetic education on the graduate level, students are not encouraged by their professors to seek experience in aesthetic education, there is a need for greater dialogue among educators, and leadership programs should be developed for administrators and arts educators. It was concluded that there is a need for graduate level programs stressing the role and importance of the arts and that more time, money, and effective planning is needed. (Author/DB)

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# LEADERSHIP IN THE ARTS :
# A Testing of Assumptions

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C.A.S.

TABLE OF CONTENTS

INTRODUCTION.....1

Background.....1
Purpose.....2

METHODOLOGY.....6

State Arts Consultants.....6
Curriculum Leaders.....7
Professors of Administration.....8
Professors of Curriculum and Supervision.....9

FINDINGS.....11

State Arts Consultants.....11
Curriculum Leaders.....12
Arts Supervisors.....14
Professors of Administration.....15
Professors of Curriculum and Supervision.....16

TESTED ASSUMPTIONS, DISCUSSION, SUMMARY.....18

Tested Assumptions.....18
Discussion.....22
Summary.....23

APPENDIX: INSTRUMENTATION.....25

# INTRODUCTION

It is the intent of this report to describe the purposes of the studies conducted for the Pennsylvania Department of Education, specifically Christine M. Crist, Director of the Leadership Development Project. This report also describes the methodologies used and the findings of four related but separate studies.

## Background

Charles A. Speiker and Thomas E. Curtis submitted a March 1976 report to the national panel on "Arts, Education and Americans". That paper reported their findings on three separate studies. It called for greater attention to leadership for the arts. It also called for continued research prior to major development activities.

In January 1977, a one-year planning grant from the Rockefeller Foundation, administered by the non-profit corporation, the Pennsylvania Center for the Arts, was issued to the Pennsylvania Department of Education. The major purpose of that grant was to determine whether or not there was a gap between the needs and the supply of adequate leaders in arts in education. The assumption that inadequate leadership existed was a result of observing a lack of progress in the arts in those schools that did not have access to special leadership.

Aware that the Association for Supervision and Curriculum Development was committed to the concept of a "balanced curriculum" and saw the important role that the arts played in the development of that concept in schools, Christine Crist approached Dr. Charles A. Speiker. It was agreed

that Dr. Speiker would assist Ms. Crist in her task of testing the assumption of inadequate leadership.

This assumption was further refined and several methodologies were designed for the purposes of this study. Dr. Thomas E. Curtis, Associate Professor, S.U.N.Y. at Albany, volunteered to assist on this study as he had in the previous study. His major role in this study was supported by the efforts of Dr. Allan Sturges, Professor of Education, University of Missouri at Columbia.

Purpose

The major purpose of this study was to determine the extent to which informed leadership in arts education could, should, and does exist in the public schools. The three parts of this purpose statement were redefined and cast into assumptions described under each of the three following parts:

Part One: Informed Leadership could exist.

"Informed Leadership" is taken to mean that administrative and supervisory personnel in public schools (K-12) have received an awareness of the role and importance of the arts in the education of children. Informed leadership also means that arts educators are competent with respect to certain administrative and supervisory skills.

"Could exist" is taken to mean that persons have had the opportunity to receive the above mentioned preparation, either during graduate preparation programs or at the in-service level. The researchers recognized that no necessary relation existed between a program being available to people and that program being received by that same population.

The specific assumptions that were drawn from this part of the major purpose were:

1. Administrators and curriculum leaders are provided an opportunity in their preparation programs to become aware of the role and importance of the arts in education.

2. Arts educators are provided an opportunity in their preparation programs to receive administrative and supervisory skills. That is, programs exist to provide arts educators with administrative and supervisory skills.

Part Two: Informed Leadership should exist.

"Should exist" is taken to mean that informed and skilled leadership for the arts is necessary and important -- "valued" if you will. If programs exist, but current leaders do not see the need or value, then those programs will not receive the promotion necessary to make them a valuable part of education in higher education. If programs do not exist, and current leaders do not believe that they should exist, then those programs (if needed) will have little chance to emerge. It is believed that if programs should exist and do exist, program improvement efforts will have a greater chance of success. This aspect of the study is meant to determine in part the "political" support that exists for leadership in the arts.

The specific assumptions on this part are:

3. Professors of Administration and Professors of Curriculum and Supervision believe that arts supervisors should have administrative and supervisory skills

4. Professors of Administration and Professors of Curriculum and Supervision believe that administrators should have an awareness

of the role and importance of the arts in education.

5. State Arts Consultants and/or State Superintendents for Instruction believe that arts education supervisors need special preparation in supervisory and administrative skills.

Part Three: A. Programs to develop informed leadership do exist.

This part of the purpose statement is meant to focus on what actually exists. It is known that certain programs do exist. However, the extent and quality of courses is not known. The results of this part of the study will again act to increase the knowledge base for development, and will act as a support base for any proposed development activity.

The assumptions within this part are:

6. Programs exist in departments of administration to prepare arts supervisors with administrative and supervisory skills.
7. Programs exist in departments of administration to provide an awareness of the role and importance of arts education for current and potential administrators.
8. Programs exist in departments of curriculum and supervision to prepare arts supervisors with supervisory skills.
9. Programs exist in departments of curriculum and supervision to prepare curriculum leaders with an awareness of the role and importance of art education.
10. Programs of an in-service nature (not part of a degree program) exist with respect to arts education and leadership skills.

Part Three: B. Informed leadership does exist.

11. State departments of education have arts consultants that are aware of various "exemplar" arts and leadership programs in their respective state.
12. Curriculum leaders and administrators are informed with respect to arts education.
13. Arts supervisors in school districts have received preparation in supervision and leadership skills.

A related but separate purpose of the study evolved as information was gathered; that is, to develop a supplement to the report that would contain a state by state listing of resources for administrators, supervisors and curriculum leaders. This list would be developed as a result of this project. No attempt was made to draw together resources from other projects or studies.

In the next section the methodology for the data collection of each study is described.

## METHODOLOGY

There were four sections (groups) of professional educators that were contacted, i.e. state department arts consultants, curriculum leaders, professors of administration, and professors of curriculum and supervision.

The methodology for each of the four sections of the study is described below. Each section contains a description of the populations and data collection devices. Instruments that were used in the study are contained in Appendix A.

### Section One: Survey of State Arts Consultants

The person listed as primarily responsible for arts education in each state department of education was contacted. In certain instances, this person was also responsible for other program areas for the state. A cover letter briefly describing the need of the study was reproduced on the backside of the questionnaire.

The questionnaire asked for information about exemplar programs to provide administrators with an awareness of the role and importance of the arts in education and those that provide arts educators with supervisory and administrative skills. Information was also requested regarding the need for supervisory and administrative skills considered necessary for supervisors in arts education programs. A stamped self addressed envelope was enclosed for the respondents use. Approximately three weeks after the initial mailing, a second request was made to those states not responding to the first request. A copy of the second request was also sent to the chief state school officer in that state with a brief letter reporting the number of responses to the survey that had been received.

Responses to the question on the need of supervisory skills were tabulated and reported in the Section on Findings. Responses to the other items became part of the supplemental report on Resources for Leadership in the Arts.

Section Two: Survey of Curriculum Leaders

The names of 550 curriculum leaders were randomly drawn from the ASCD membership list with representation from each of the fifty states. Two identical sets of mailing labels were developed from this list.

A cover letter (all cover letters were similar) briefly describing the need for the study was reproduced on the back side of the Questionnaire to Curriculum Leaders. This questionnaire asked for information on the:

number of students served (K-12) in respondents' district,

whether the respondent had formal course work in arts education at the graduate level,

whether the respondent had in-service experiences in arts education since the attainment of their last degree,

whether arts supervisors were present in their district, and

whether arts supervisors had supervisory or administrative preparation during their graduate program. The last question became a study-within-a-study The curriculum leaders who were in districts that had the services of (an) arts supervisor (s) were asked to interview them and provide supplemental information presented later in this report. The respondents were also asked to report on any exemplar leadership programs for administrators devoted to the role and importance of arts education in their region.

A stamped self-addressed envelope was enclosed for the respondents use. Approximately three weeks after the initial mailing, a second request was made to all non-respondents.

Size of district and availability of arts supervisors is also reported. Responses that suggest resource people or programs are contained in the supplemental report.

Data from responses on the preparation of arts supervisors is reported separately.

Section Three: Survey of Professors of Administrations

There are 45 universities in the United States and Canada that are members of the Universities Council for Educational Administration (UCEA). This is a voluntary consortium of major universities that offer the doctorate degree in educational administration and is devoted to providing leadership in this field. Currently, the Council's five-year plan emphasizes "knowledge utilization". (The Executive Director is Jack Culbertson, 29 West Woodruff Avenue, Columbus, Ohio 43210.)

Of th. 45 member institutions(using the 1976-7 membership list), three are Canadian universities. A cover letter, questionnaire and a stamped self-addressed return envelope were sent to the chairperson of each educational administration department in the 42 UCEA member universities in the United States.

Each professor was asked to provide information regarding:

the opportunities that educational administration graduates had to receive preparation on the roles and importance of the arts in education,

whether these opportunities were in the department of educational administration or in another department,

the percentage of the graduates that availed themselves of those opportunities, and the kinds of available opportunities, and

what percentage of graduates in educational administration had an undergraduate degree in the arts.

whether the programs and courses in educational administration were available to other arts educators,

whether the preparation of arts supervisors was through educational administration or a different department,

the percentage of arts educators received preparation in administrative-leadership skills through the department of educational administration, and

the single most important strategy that would be employed to provide students with an awareness of the role and importance of the arts in education if monies were made available.

As with previous information, these data are reported in Findings. All resource suggestions are contained in the supplemental report.

Section Four: Survey of Professors of Curriculum and Supervision

Fifty-one institutions of higher learning were contacted, using an ASCD list of professors of curriculum.

Each professor was sent a cover letter, a questionnaire and a stamped-self-addressed return envelope.

Each professor was asked to provide information about:

whether graduates had an opportunity to receive preparation on the role and importance of the arts in education,

whether those opportunities were in the department/division of curriculum and supervision or in another department,

the percentage of graduates that availed themselves of those opportunities,

the typical nature of those experiences,

the per cent of all graduates in curriculum and supervision that had an undergraduate degree in the arts,

whether the programs in curriculum and supervision were available to arts educators , and the single most

important strategy that would be employed to provide students with an awareness of the role and importance of the arts in education, if monies were made available.

The information from these questions is contained in the next section entitled Findings. All resource suggestions are contained in the supplemental report.

The findings of the four sections of the study are herein contained. Where appropriate, responses from individual sections will be combined for purposes of comparison. No attempt is made to "interpret" the findings; interpretations are contained in the last section entitled, Tested Assumptions, Discussions, and Summary.

Section One: State Arts Consultants

Of the 50 state consultants that were originally contacted, 29 persons responded to the first request. Of the 21 persons who were sent a reminder letter and questionnaire, 10 responded, for a total number of 40 respondents.

Table One contains a summary of the responses from the questionnaire. Most states have some kind of program in the arts for administrators. Twenty-three states have some kind of program in supervision and administration for arts educators. Almost all respondents believe that arts educators need special preparation in supervisory and administrative skills.

TABLE ONE

| STATE LEVEL SUMMARY | | | |
|---|---|---|---|
| Response | programs for administrators | programs for arts educators | need for special preparation |
| Yes | 32 | 23 | 37 |
| No | 8 | 17 | |
| Don't Know | 0 | 0 | 3 |
| N = 40 (states) | | | |

Typical comments to the question "Do you believe that arts education supervisors need special preparation in supervisory and administrative skills" are listed below:

Yes, to enhance their expertise, become more effective.

-to find ways to utilize local expertise.

-administrative skills "are a must." It's too important for a person to learn on the job.

-organizational skills, interpersonal skills, communicative skills, decision making skills, and problem solving skills are needed.

-primarily because our State Department is moving toward the concept of supervisors and administrators as program managers.

-to be able to see the larger arena of total arts demands vision and exposure to all of the arts. To supervise a curriculum which endeavors to infuse the arts into day-by-day teaching takes different and more intensive preparation than is available in most college and university curriculums.

-aid in grantsmanship, budget planning, publicity, understanding of bidding and contracting, aid in identifying and understanding government programs.

-arts are not as neat as other subjects - must be handled in a creative way - broader vision.

-far too often arts education supervisors are totally involved in the arts for its sake, rather than the arts for the growth and development of children. Too often the arts are for the selected few.

Section Two: Curriculum Leaders

Of the 550 curriculum leaders that were originally contacted, 205 responded to the first request. Of the remaining 345 persons who were sent a reminder letter and questionnaire, 81 responded. The total number of respondents to this part was 286. A total of 489 arts supervisors were interviewed by 143 curriculum leaders of 586 arts supervisors in 286 districts.

The size of the districts ranged from 625 to 521,000 students served K-12. The size of districts that had arts supervisors ranged from 900 to 521,000 students served K-12.

Table Two contains a summary of data on arts preparation of the curriculum leader. It was assumed that each curriculum leader who participated in the study was a generalist; that is, these persons by title were responsible for cross-district, cross-subject area program development and management.

Table Two clearly shows that the majority (74%) of these curriculum leaders have not had formal course work in arts education nor have many (57%) had recent (since their last degree) in-service experience in arts education. Forty-eight per cent of the reporting curriculum leaders have had neither arts experience from course work nor from in service experience.

TABLE TWO

CURRICULUM LEADER AND ARTS PREPARATION

| Response | formal course work | | in-service experience | |
|---|---|---|---|---|
| | f | % | f | % |
| Yes | 73 | 26% | 124 | 43% |
| No | 213 | 74% | 162 | 57% |
| N = 286 | | | | |

Table Three contains a summary of data that describes the availability of arts supervisors in the sampled districts. Of those districts that have arts supervisors, many of those supervisors are at the elementary school level--usually in music, if parenthetical comments on the questionnaire are properly interpreted.

Based upon interview data from curriculum leaders, 297 arts supervisors or 61% of those interviewed actually had supervisory and administrative preparation during their graduate program.

TABLE THREE

| ARTS SUPERVISOR POSITIONS | |
|---|---|
| number at elementary school level | 228 |
| number of secondary school level | 128 |
| number of K-12 arts supervisors (consultants) | 230 |
| total number of supervisors | 586 |
| total number of districts with arts supervisory services | 143 |
| total number of respondents in study | 286 |

Analysis of the data shows that of those districts that had the services of an arts supervisor, the curriculum leaders in those districts were more likely to have had some form of preparation in the arts. Fifty-nine per cent of the curriculum leaders in districts having those services had some form of arts preparation, as contrasted with forty-five per cent of the curriculum leaders who were in districts without the services of arts supervisors.

When the size of districts was examined, it was clear (and not surprising) to find that the larger districts had arts supervisors. The majority of districts with arts supervisors usually served more than 10,000 students K-12. Districts without arts supervisors were much smaller. However, there were notable exceptions in each group. Three districts each serving 25-30,000 students did not have these services. Likewise, several districts serving 1-5,000 students had the services of arts supervisors.

Section Three: Professor of Administration

Of the 42 institutions that were contacted, 28 chairpersons of educational administration divisions or departments responded.

1. Twenty two (78%) respondents indicated educational administration graduates had an opportunity to receive preparation on the role(s) and importance of the arts in education.
2. These opportunities were usually in departments other than educational administration. Departments mentioned were sciences and arts, art education, curriculum and instruction (two responses), elementary education, art, and curriculum.
3. One university indicated 25% of their students availed themselves of those opportunities; 4 universities indicated 10%; 8 universities indicated 5%. The majority of the respondents indicated that less than 5% of their students availed themselves of opportunities in the arts.
4. The most common kind of opportunities were courses; 23 respondents or 82% listed courses. Twelve respondents (42%) indicated workshops; 10 respondents (36%) indicated institutes.
5. The per cent of educational administration students with undergraduate degrees in art varied widely. Five respondents (18%) indicated 5% of the students had arts backgrounds; 4 respondents (14%) indicated 10% of their students had arts backgrounds; the remaining respondents indicated few of their students had undergraduate backgrounds in the arts.
6. Twenty six of the respondents (93%) indicated that graduate courses in educational administration were available to art educators. Only 3 respondents or about 10% indicated that the courses were available to undergraduate students.

7. Sixteen respondents (57%) indicated that the preparation of arts supervisors was through a department other than the department of educational administration.

8. A variety of answers were received regarding the "single most important" strategy to increase students' awareness of the arts in education. The responses ranged from limited or no interest to offering institutes and/or workshops, adding modules to existing courses, conducting studies or offering courses. Two respondents indicated the "creative dimension" of administration and the opportunities to "enhance the arts" through involvement in the arts.

Section Four: Professors of Curriculum and Supervision

Of the 51 institutions that were contacted, 24 professors of curriculum or 47% responded.

1. Nineteen (79%) respondents indicated that their curriculum and supervision graduates had an opportunity to receive preparation on the role and importance of the arts in education.

2. These opportunities were usually in the curriculum department. 29% of the respondents indicated that the opportunities were in other departments.

3. Eighteen (75%) of those responding said that their graduates actually receive this preparation.

4. Of sixteen, responses ranged from 1% to 100 % as to numbers of students who actually avail themselves of this experience. The median is approximately 15%. Some professors perceive their programs as being extremely effective. Other professors see their programs as practically non-existent. Most (17 of 18) professors see courses as the most typical response to these needs.

5. The percentage of graduates in Curriculum and Supervision that had an undergraduate degree in the arts was generally very low; the median response was 1-5%. Two respondents stated that greater than 10% of their graduates had an undergraduate degree in the arts.

6. All of the respondents stated that their programs in Curriculum and Supervision were available to arts educators. Yet, when asked what percentage of arts educators (including supervisors) actually receive preparation in leadership skills from their programs, the median response was 10%. Three professors noted that in their school, all arts supervisors receive preparation from their programs.

7. When the professors were asked what they would do if monies were made available, the following comments were offered:

-conducting an Arts Institute
-taking an interdisciplinary course (2)
-work in epistemology
-direct experiences in fine arts
-in-service programs for teachers
-directed field experiences (2)
-more courses/workshops (3)
-stress contribution of arts for general education
-add faculty line in this area

## TESTED ASSUMPTIONS, DISCUSSION , SUMMARY

In this section of the report, a match between the assumptions stated in section one-Introduction and the data in section three-Findings is attempted. This section will continue with a discussion of the matching process and conclusions, and will close with a summary.

### Tested Assumptions

Part One: Informed Leadership could exist

Assumption One: Administrators are provided an opportunity in their programs to become aware of the role and importance of arts in education. That is, programs exist to provide administrators with this awareness.

Although not all institutions of higher learning in this sample have "adequate" arts education programs for administrators, and although not all persons responding to the state level survey indicated programs for administrators, nontheless, one could justifiably hold this assumption as valid. Opportunities exist for administrators in most states either as part of a degree program or through various other vehicles, such as state wide meetings sponsored by arts associations, the Alliance for Arts in Education and locally developed and sponsored workshops.

Assumption Two: Arts educators are provided an opportunity in their preparation programs to receive administrative and supervisory skills. That is, programs exist to provide arts educators (including people with title of supervisor) with administrative and supervisory skills.

As with assumption one, opportunities do exist. Again these experiences are varied in form. However, the most typical vehicle is a graduate level course usually located in the departments of curriculum and supervision or educational administration. Interview data from curriculum leaders suggest that arts supervisors received most of their leadership and supervisory preparation from departments of curriculum and supervision.

Part Two: Informed Leadership should exist

Assumption Three: Professors of Administration and Professors of Curriculum and Supervision believe that arts supervisors should have administrative and supervisory skills.

This assumption was tested indirectly. The professors were asked to describe or provide data on available opportunities. Most of the responding professors contributed information on these questions. Because these programs exist, the inference (not of logical necessity) was made that the professors thought that this preparation was necessary. Further, the professors were asked to provide suggestions on how to improve these experiences if monies were made available. Most of the professors suggested a variety of ways to improve this preparation. Again, the inference was made, that these suggestions were made because a belief was held as to the importance of this preparation. Finally, this assumption was at the basis of the study and held by numerous experts at the state and national levels.

Assumption Four: Professors of Administration and Professors of Curriculum and Supervision believe that administrators should have an awareness of the role and importance of the arts in education.

As with the previous assumption, this assumption was tested indirectly. A number of national experts in the field of arts education were contacted with respect to this question. Each person (9) confirmed the need for such an awareness on the part of administrators-educational leaders. With respect to professors of administration it is doubtful that the assumption could be comfortably held. With respect to Professors of Curriculum and Supervision, there seems to be only a slightly higher regard for the arts.

Assumption Five: State Arts Consultants/State Superintendents-Consultants for Instruction believe that arts education supervisors need special preparation in supervisory and administrative skills.

The vast majority of those state leaders responding to the survey concurred with this need. They volunteered statements of support that were most strong in

intent and direction. No respondent stated that the preparation was not needed. Of all the respondents, only three respondents stated that they did not wish to offer an opinion. Many respondents stated that a degree in supervision was necessary.

Additional supportive information on this part of the study is drawn from the comments of the curriculum leaders and their interviews with the arts supervisors. A majority of supervisors were seen as having had supervisory preparation. Numerous curriculum leaders stated that this preparation was critical. The quality of this preparation was not examined.

Part Three: A. Programs to develop informed leadership do exist

Assumption Six: Programs exist in departments of administration to prepare arts supervisors with administrative and supervisory skills.

Clearly, programs do exist in these departments. Yet, a majority of arts supervisors are prepared in other departments. The quality of the programs was not directly addressed in this study.

Assumption Seven: Programs exist in departments of administration to provide an awareness of the role and importance of arts education for current and potential administrators.

Programs do exist in these departments but it is to be viewed as the exception rather than the rule. Generally, these programs are found in other departments within the division of college of education.

Assumption Eight: Programs exist in departments of curriculum and supervision to prepare arts supervisors with supervisory skills.

100% of the respondents confirmed this assumption as valid and "safe" to hold.

Assumption Nine: Programs exist in departments of curriculum and supervision to prepare curriculum leaders with an awareness of the role and importance of arts education.

A majority of the Professors of Curriculum confirmed this assumption. However, in several instances the quality of the program was questioned by the professors themselves.

Assumption Ten: Programs of an in-service nature (not part of a degree program) exist with respect to arts education and leadership skills.

Based upon data from state consultants and curriculum leaders, this assumption is confirmed as valid. Numerous programs exist throughout the United States. However, not all state consultants reported this information. Two vehicles for these programs most frequently mentioned were the programs designed in a particular district by local talent and programs that were part of the state Alliance for Arts Education. All the programs that were mentioned as part of the respondents task are contained in the supplemental report.

Part Three: B. Informed Leadership <u>does</u> exist.

Assumption Eleven: State Departments of Education have arts consultants that are aware of various "exemplar" arts and leadership programs in their respective state.

Most states do have the services of someone with state level program responsibility for the arts. Several states have that person on a part-time basis for the arts - and that person takes on other areas as well. No state is totally without leadership. However, several state respondents openly reported their own lack of informed leadership in the arts. Further, many curriculum leaders reported "fine" arts programs in states where the state level consultant said none existed. Here there seems to be a question of quality-judgment.

Assumption Twelve: Curriculum leaders are informed with respect to arts education.

Based upon the professors data, if the curriculum leaders and administrators are informed, it is not usually from course work. Based upon curriculum leader information, that is substantiated. However, curriculum leaders did pick up some form of in-service experience more readily than course work. Very few curriculum leaders generally knew of any exemplar programs for leadership in the arts.

Assumption Thirteen: Arts supervisors in school districts have received preparation in supervisory and leadership skills.

Based upon data from the professors, the assumption seems to be held as valid. Also, based upon interview data now curriculum leaders a majority of the arts supervisors have this preparation. However, several citations lead one to believe that there may be invalid equivocation between advanced degree work and actual preparation in the supervisory and leadership skills areas.

Discussion

Although few comments need to be stated in light of the nature of this study, some are offered for assistance in interpreting the data.

First, opportunities, while few, seem to exist for arts educators to achieve advanced graduate experiences in curriculum and supervision with emphasis upon aesthetic education. Many people who may need those experiences have not taken advantage of them. Also, several people are equivocating advanced work in the arts with work in curriculum and supervision. They are not and can not be the same. Curriculum as a field of study does have conceptual boundaries that are different than the content of the arts.

Second, although several opportunities exist for administrators and curriculum leaders to learn more of the arts, it seems safe to assume that students are not encouraged by their professors to seek these experiences in aesthetic education. Further, the actual quality of these experiences may be highly suspect. What may be needed is the development of one or more exemplar models for a graduate course in arts/aesthetic education.

Third, it seems that there is need for greater dialogue among the partners in education. Perhaps one method may be that the state A.A.E's need to focus upon ways to capitalize on existing resources while encouraging the development of exemplar models.

Much of the work has been done. The message needs to be carried to those persons who need to hear it (i.e.,who need specific skills). The work yet to be done is to more cohesively develop graduate level paradigms for the understanding of aesthetic education and to determine ways to elicit a positive response from educational leaders as to the role and importance of arts/aesthetic education.

Fourth, since there appears to be greater attention given to in-service experiences, it would seem wise to develop and refine exemplar leadership programs for administrators, curriculum leaders and arts educators who are already on the job. It is unlikely that great numbers of educators who have already received their "terminal" degree will seek a graduate course at a local university. An effective measure may be to also attend to staff development practices.

Summary

The intentions of these studies were based upon previously defined assumptions - assumptions made explicit for testing. It was never intended that the treatment of these assumptions would parallel the classical treatment of hypotheses.

The total time spent on this study was notably minimal. From start to finish, the time lapsed was approximately six weeks.

During that period of time approximately 500 curriculum leaders, 50 state level consultants, 550 arts supervisors in districts and 100 professors were contacted.

Each assumption was directly or indirectly tested and names of resource persons throughout the United States were documented. These names became part of the supplemental report on Resources for Leadership in the Arts.

Conclusions were not drawn in the typical sense. Data were matched to assumptions, and comments were issued for discussion purposes.

Summary comments on these studies include:

1. Programs of an in-service nature and graduate course nature exist for curriculum leaders, administrators and arts supervisors. These programs have not been judged for adequacy.

2. There seems to be a need to:

    a. provide more quality graduate level programs for leadership in the arts (not supervision programs, rather role and importance of the arts for curriculum leaders and administrators),

    b. provide greater encouragement to graduate students of administration to avail themselves of opportunities to understand the role and importance of the arts,

    c. make resources known to more members of the educational audience with respect to current and successful in service programs in the arts,

3. Generally, people and programs exist to make a difference in leadership in the arts. However, time, money and clearly defined plans seem to be presently in a state of lack in several sectors of the country.

# APPENDIX A:

# INSTRUMENTATION USED FOR STUDIES

ASCD
THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1701 K Street, N.W. • Suite 1100 Washington, D.C. 20006 (202) 467-6480

Executive Director, GORDON CAWELTI

Dear State Arts Consultants:

Thank you again for your assistance on our previous arts study. I appreciate your supportive comments on that report.

Now, the Association for Supervision and Curriculum Development in conjunction with the Rockefeller Foundation and the Pennsylvania Center for the Arts is testing a series of assumptions concerning arts educators and their preparation. Also, data is being collected with regard to the preparation of administrators.

Funding sources are being readied to release sizeable portions of money to investigate the role and importance of the arts in education. However, it was felt that informed opinions needed to be sought prior to any large release of funds.

Therefore, we are asking that you take a few minutes to fill out the attached questionnaire. Please use the stamped envelope to return your questionnaire. Because our time frame of operations is short, we would appreciate your response as soon as possible.

Thanking you in advance for making this a successful venture, I remain,

Yours sincerely,

Charles A. Speiker

Charles A. Speiker
Associate Director

P.S. As in the past I shall be most willing to send you a copy of our exit report for your review.

QUESTIONNAIRE TO STATE ARTS CONSULTANTS
AND/OR STATE PROGRAM PERSONS

1. State_____

2. Position_____

3. What exemplar programs exist in your state to provide administrators with an awareness of the role and importance of the arts in education? Any graduate schools? Any in service programs? (A very brief description or a name and address for follow up would be appreciated).

4. What exemplar programs exist in your state to provide arts educators with supervisory and administrative skills?

5. Do you believe that arts education supervisors need special preparation in supervisory and administrative skills? Please comment:

Dear State Arts Consultants, Program Supervisors:

To date we have received a response from 30 of 50 states. The information is already forming a valuable data base for the study. We hope you will soon become part of this national effort.

Because there has been difficulty with the postal service, your response may have been misplaced. Therefore, another form is sent for your use. The enclosed response form can be sent back to ASCD using the enclosed stamped envelope.

If you have filled out this form recently, please disregard this additional request. It may be still coming in the mail.

Thank you for your efforts to date.

Yours sincerely,

Dr. Charles A. Speiker
Assistant Director

CAS/ra

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THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1701 K Street, N.W. • Suite 1100 Washington, D.C. 20006 (202) 467-6480

Executive Director, GORDON CAWELTI

Dear Curriculum Leaders in ASCD:

The Association for Supervision and Curriculum Development in conjunction with the Rockefeller Foundation and the Pennsylvania Center for the Arts is testing a series of assumptions concerning arts educators and their preparation. Also, data is being collected with regard to the preparation of administrators.

Funding sources are being readied to release sizeable portions of money to investigate the role and importance of the arts in education. However, it was felt that informed opinions needed to be sought prior to any large release of funds.

Therefore, we are asking that you take a few minutes to fill out the attached questionnaire. Please use the stamped envelope to return your questionnaire. Because our time frame of operations is short, we would appreciate your response as soon as possible.

Thanking you in advance for making this a successful venture, I remain,

Yours sincerely,

Charles A. Speiker

Charles A. Speiker
Associate Director

CAS/mjb

QUESTIONNAIRE TO CURRICULUM LEADERS

1. Number of students served K-12_____

2. Did you have formal course work in arts education in your graduate program?

   YES NO

3. Did you have inservice experiences in arts education since the attainment of your last degree?

   YES NO

4. Does your district have the services of an arts supervisor?

   YES NO

   4a. _____number of elementary school arts supervisors (includes music)

   4b. _____number of secondary school arts supervisors

   4c. _____number of K-12 arts supervisors

5. Did these arts supervisors have supervisory and administrative preparation during their graduate program? (Please help us here by contacting them personally. Thank you).

   Comment:

6. Do you know of any leadership program for administrators on the role and importance of arts education in your region? (If so, please describe briefly). We would like a name and address of someone who may be contacted at a later date. In your opinion this program would be one of the best your state has to offer. Thank you.

Appendix A

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Education Field Experiences

215 Hill Hall
Columbia, Missouri 65201
Telephone (314) 882-3031

April 25, 1977

Dear Professor of Educational Administration:

The Association for Supervision and Curriculum Development (ASCD), in conjunction with the Rockefeller Foundation and the Pennsylvania Center for the Arts, is testing a series of assumptions concerning arts educators and their preparation. Also, data are being collected concerning the preparation in arts education that is available to prospective school administrators. It is this part of the study that your help is needed.

Funding sources are being readied to release sizeable amounts of money to investigate the role and importance of the arts in education. However, it is felt that informed opinions are needed prior to any large releasing of funds.

We need your help in taking a few minutes to complete the enclosed questionnaire and return it in the stamped, addressed envelope. We are asked to report your responses no later than May 5. I know the time is short; your help in providing this information to ASCD, the Foundation and the Center will be very much appreciated.

Sincerely yours,

A. W. Sturges
Professor

cc: C. Speiker
ASCD

an equal opportunity institution

QUESTIONNAIRE TO PROFESSORS OF EDUCATIONAL ADMINISTRATION

NAME _____

SCHOOL _____

Definition:
Arts: dance, drama, art, music, theatre

1. Do your educational administration graduates have an opportunity to receive preparation on the roles and importance of the arts in education?

(If "yes", go to question 2) YES _____
(If "no", go to question 5) NO _____

comments: _____

_____

2. Are these opportunities in your department of educational administration, or in another department?

In educational administration _____
In _____(other) department _____

comments: _____

_____

3. Approximately what per cent of your graduates avail themselves of these opportunities?

_____%

comments: _____

_____

4. What kind of opportunities are available? (Check those that are appropriate)

workshops _____
courses _____
institutes _____
other (specify) _____

comments: _____

_____

5. Approximately what per cent of graduates in educational administration have an undergraduate degree in the arts?

_____%

comments: _____

_____

6. Are programs and courses in educational administration available to other art educators?

undergraduate programs yes____ graduate programs yes____
courses no_____ courses no_____

comments: _____

_____

7. Is the preparation of art supervisors through educational administration or a different department?

through educational administration____
through _____(other) department____

comments:_____

_____

8. Approximately what per cent of art educators receive preparation in administrative-leadership skills through your department?

____%

comments:_____

_____

9. If monies were available to you, what (if any) is the single most important strategy you would employ to provide your students with an awareness of the role and importance of the arts in education?

_____

_____

_____

_____

_____

_____

THANKS FOR YOUR HELP. PLEASE RETURN THE QUESTIONNAIRE IN THE STAMPED, SELF-ADDRESSED ENVELOPE.

THE UNIVERSITY AT ALBANY

April 20, 1977

Dear Professor of Curriculum:

The Association for Supervision and Curriculum Development in conjunction with the Rockefeller Foundation and the Pennsylvania Center for the Arts is conducting a pilot study to measure a series of assumptions concerning arts educators and their preparation. Also, data is being collected with regard to the preparation of administrators.

Funding sources are being readied to release sizeable portions of money to investigate the role and importance of the arts in education. However, it was felt that informed opinions needed to be sought prior to any large release of funds.

Therefore, we are asking that you take a few minutes to fill out the enclosed questionnaire. Please use the stamped envelope to return your questionnaire. Because our time frame of operations is short, we would appreciate your response as soon as possible.

Thanking you in advance for making this a successful venture. I remain,

Yours sincerely,

Thomas E. Curtis

Thomas E. Curtis
Coordinator
Curriculum & Instruction

TEC:kr
Enc.

EDUCATIONAL POLICY, PROGRAMS, AND INSTITUTIONS • EDUCATION 321 • 518/457-8549
STATE UNIVERSITY OF NEW YORK AT ALBANY • 1400 WASHINGTON AVENUE • ALBANY, NEW YORK 12222

QUESTIONNAIRE TO PROFESSORS OF CURRICULUM AND SUPERVISION

1. Name _____

2. School _____

3. Do your Curriculum and Supervision graduates have an opportunity to receive preparation on the role and importance of the arts in education?

Yes No

3a. If yes to 3, are these opportunities in your department or division of Curriculum and Supervision or in another department?

IN CURRICULUM AND SUPERVISION OTHER

3b. If yes to 3, do your graduates actually receive this preparation?

YES NO

3c. If yes to 3b, approximately how many (what percentage) of your graduates actually avail themselves of these experiences?

_____% of graduates receive awareness of arts experiences.

3d. If yes to 3c, what is the typical nature of these experiences? Encircle appropriate responses below:

i. courses
ii. workshops
iii. other: specify _____

4. What percentage of all your graduates in Curriculum and Supervision have an undergraduate degree in the arts?

_____ approximate percent

5. Are your programs in Curriculum and Supervision available to arts educators (including arts supervisors)?

YES NO

5a. Approximately what percentage of arts educators receive preparation in leadership skills from your program?

_____ approximate percentage

6. If monies were made available to you, what (if any) is the single most important strategy you would employ to provide your students with an awareness of the role and importance of the arts in education?